


linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webcast Series Part Eleven: SART

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Transitions Center

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A division of the ESC of Central Ohio

SINCE LAST WEBCAST: YOU FILLED IN REINFORCEMENT CHART

Reinforcement and Your Individual

<p>List what is reinforcing to your individual. If you aren't sure, what are you going to do to find out?</p>	
<p>What type of reinforcement would work best for the individual and targeted skills? Consider intrinsic/extrinsic motivators.</p>	
<p>What will be the schedules of reinforcement:</p> <ul style="list-style-type: none"> -how often -how much -who is giving -how will you record data about it -when/how will you review, update, revise 	



SINCE LAST WEBCAST: YOU FILLED IN STEP 6

What REPLACEMENT skill needs to be taught to and used by name: **FUNCTION**

What RELATED skills should be taught

Begin to Develop a Strategy Based Plan for YOUR Individual

Plan to Teach and Reinforce REPLACEMENT Skills | 6 | Plan to Teach and Reinforce RELATED Skills

REPLACEMENT Skills	RELATED Skills
<p>LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the student's abilities, interests, and needs (Step 3)?</p> <p>ENVIRONMENTAL MODIFICATIONS: What modifications to the environment (Steps 1 and 2), will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events (Step 4)?</p> <p>SENSORY: Will the student require sensory/diagnostic adaptations or interventions (Step 3A)?, to promote learning and using the new skill or to reduce setting events and triggers (Step 4)?</p> <p>SOCIAL AND COMMUNICATION: What social/emotional and communication supports (Steps 1 and 2) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 4)? Interventions and Supports include modifications in the way others communicate to the student.</p> <p>REINFORCE: Ways to add Motivation and Reinforcement (Step 5)</p> <p>DATA: How will progress towards the new skill be measured (Data worksheet)?</p>	<p>LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the student's abilities, interests, and needs (Step 3)?</p> <p>ENVIRONMENTAL MODIFICATIONS: What modifications to the environment (Steps 1 and 2), will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events (Step 4)?</p> <p>SENSORY: Will the student require sensory/diagnostic adaptations or interventions (Step 3A)?, to promote learning and using the new skill or to reduce setting events and triggers (Step 4)?</p> <p>SOCIAL AND COMMUNICATION: What social/emotional and communication supports (Steps 1 and 2) will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers (Step 4)? Interventions and Supports include modifications in the way others communicate to the student.</p> <p>REINFORCE: Ways to add Motivation and Reinforcement (Step 5)</p> <p>DATA: How will progress towards the new skill be measured (Data worksheet)?</p>

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Origin of SART

As we presented *“Understanding and Addressing the Challenging Behavior of Individuals with Complex Needs”* training and webinars:

- We found confusion about application and implementation when evidence based strategies were shared
- We heard, “Been there and done that”
- We were told that certain strategies worked for everyone except “that individual”
- We discovered educators and families were struggling with “why” a strategy/intervention worked or didn’t work

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Our Question Became:

How can we help them figure out WHY?

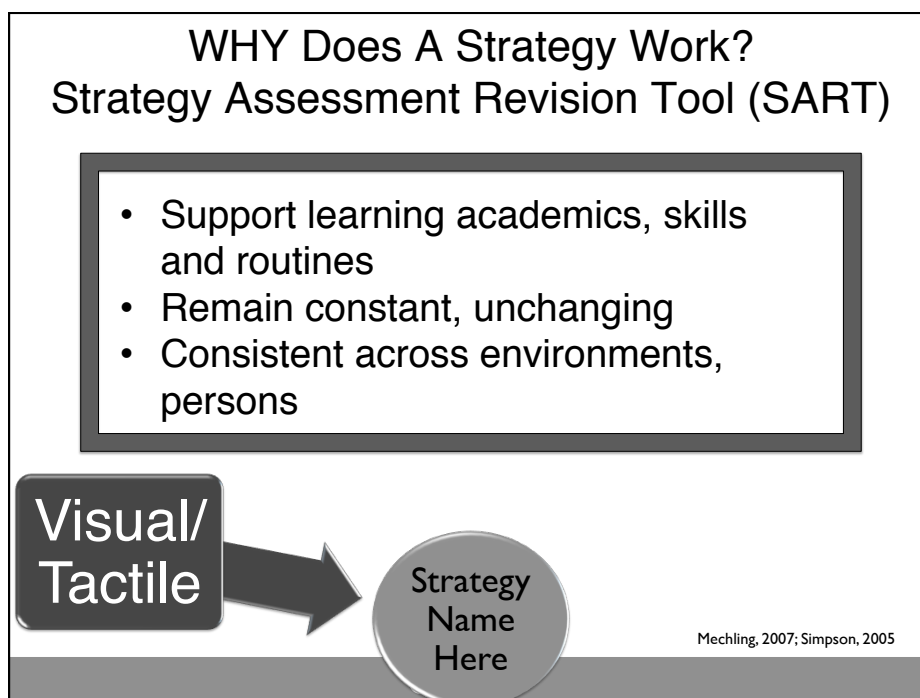
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Evidence Based and Promising Practice

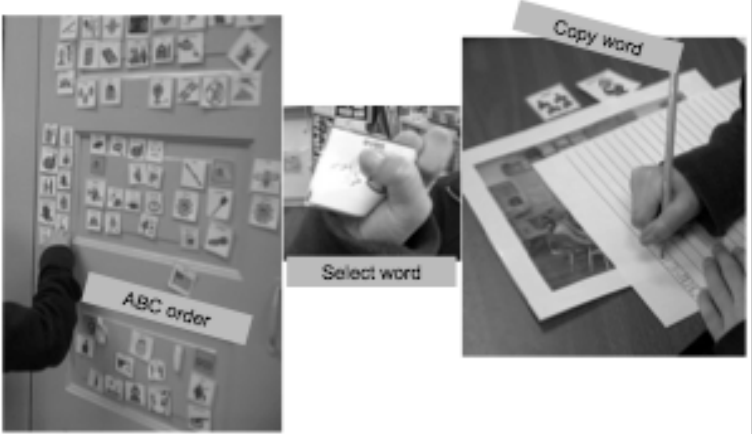
“The best measure of effectiveness of an intervention is **whether it is effective for a particular individual**. It is of utmost importance to **collect and analyze data** when using interventions with a student with autism. If an intervention **results in positive change** for a particular student and you, as an educational professional, **have data to support that, then the intervention is evidence-based for that student.**”

TARGET: Texas Autism Resource Guide for Effective Teaching, retrieved 10/3/11

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Interactive Word Wall




The first image shows a wall covered with many small cards, each featuring a picture and a word. A sign at the bottom of the wall reads "ABC order". The second image shows a hand holding a card that says "Select word". The third image shows a hand using a pencil to copy a word from a card onto a piece of paper that has a sign that says "Copy word" at the top.

Created by Shawna Benson

O C A L I

Adam's Visual Support for the Job




The first image shows the exterior of a Hollywood Video store. The second image shows Adam sitting at a desk with a computer, with a sign that says "First Adam gets the purple key chain". The third image shows Adam standing outside next to a large white bin, with a sign that says "Then Adam goes out to unlock the bin".

On Wednesday Adam works at


First Adam gets the purple key chain

Then Adam goes out to unlock the bin

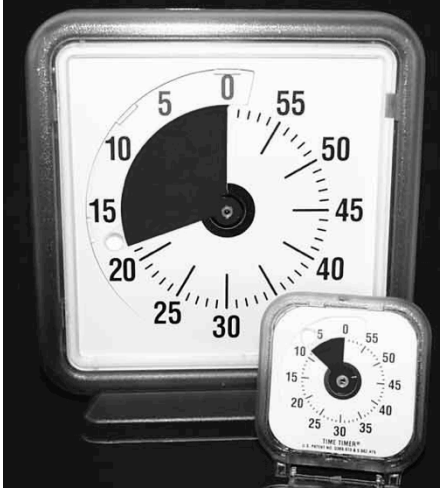
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Stoplight Clock app



Sharing Timer app



Timetimer.com

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WHY Does A Strategy Work?

Strategy Assessment Revision Tool (SART)

- Promising practice
- Supports learning through regulation of sensory needs
- Helps attain zone of proximal development

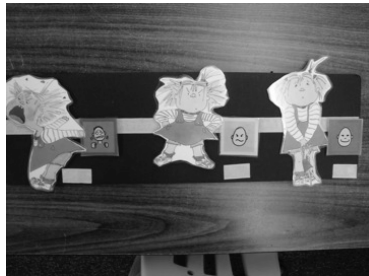
Sensory

➔

Strategy
Name
Here

Kranowitz, 1998 and May-Benson & Koomar, 2010

Sensory Visual Support Strategies



Sensory behavior escalation scales

Behavior/
sensory
choice
boards



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Movement



LIFT



SWIM



WALK



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Calming Area



OGALI

WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Build into the strategies/interventions
- Effective regardless of cognitive or communicative abilities
- EBP that increases the chance for positive outcomes

Positive
Reinforcement

Strategy
Name
Here

Simonsen et al, 2008 and Retrieved <http://autismpdc.fpg.unc.edu/content/reinforcement>

Discrete Trial Training (DTT)

- Break behavior down into small steps
- Each step has a clear beginning, middle, and end
- Trials are repeated several times
- Child rewarded for correct answers/actions
- Can be done 1:1, in classrooms, in homes



AUTISM INTERNET MODULES
Linking research to real life.

MODULE NAVIGATOR > DISCRETE TRIAL TRAINING

What is DTT?

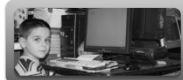
www.autisminternetmodules.org

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Use of Technology



SMART Board



Computer



Notebook



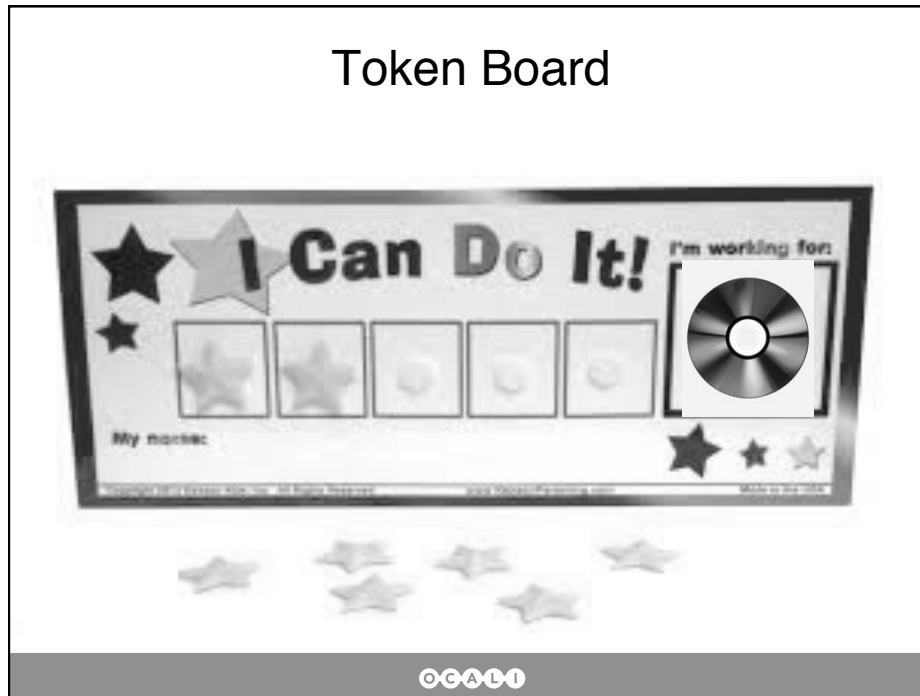
Laptop



Keyboard

O C A L I

Token Board



WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Learning is saturated with topics, items, and passions of the individual
- Motivation is individualized within the tasks, activities, projects

Individualized,
Motivating



Browder & Cooper-Duffy, 2003
and Simpson, 2005



Communication Supports Set Up for the Individual



7-Level
Communicator



Tango



Dynavox V

ipad Touch
with
Proloquo2Go



Chat PC

Using Special Interests in School

Person is interested in gardening and flowers:

- **ELA:** stories and writing about gardens, flowers, trees such as A Tree Grows in Brooklyn or The Secret Garden
- **Math:** problems about growing seasons, age of trees by counting rings, how to plant by heights, graphing growth
- **Science:** water cycle, plant parts, how things grow, actually plant seeds and track growth
- **Social Studies:** community gardens, beautification projects, speakers from garden club, how native plants/growing seasons have affected what people eat
- **Vocational/Transition:** attend local garden club, volunteer at a community garden, intern at a greenhouse, work at a flower shop

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Choices Are Motivating

Pick who will be your partner for an activity

Decide what task to do next from a list of choices

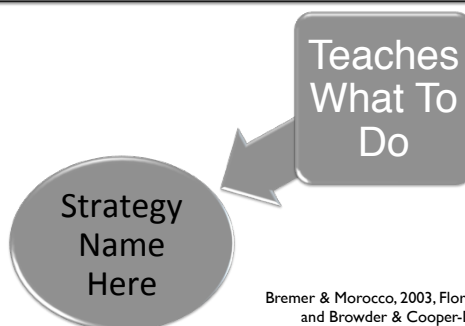
Choose how to show what you know:
written test; video project; Pinterest page; research report

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WHY Does A Strategy Work?

Strategy Assessment Revision Tool (SART)

- Direct, repetitive instruction of new skills that are part of strategies
- Opportunities to practice new skills



Bremer & Morocco, 2003, Flores & Ganz, 2007
and Browder & Cooper-Duffy, 2003

Self-Monitoring

- Teach individuals how to track their own behaviors
- Develop system for tracking and teach to the individual
- Remember to reinforce progress

I Will Remember To:

Put my hand up

Work quietly

Remain seated

http://specialist.about.com

Daily Goal Report:

Date: _____ Name: _____

Time	Behavior	Schoolwork
Morning Bell to Recess		
Recess to Lunch		
Lunch to Recess		
Recess to Home Bell		

Behavior Goal: _____

Schoolwork Goal: _____

http://specialist.about.com

SELF-MONITORING CHART

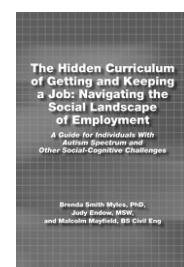
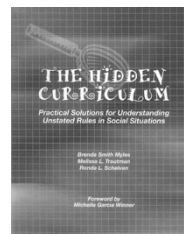
Student Name: _____ Date: _____

Select a target behavior(s) (e.g., talking without permission). Determine the duration of each self-monitoring session and the number of sessions to be monitored daily. Ask the student to choose a number for each occurrence of the target behavior. After a baseline is established, set up daily goals for the student. Provide reinforcement for improvement.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Target Behavior:	Target Behavior:	Target Behavior:	Target Behavior:	Target Behavior:
SESSION 1	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
SESSION 2	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

The Hidden Curriculum

- “The set of rules or guidelines that are often not directly taught but are assumed to be known.”
- Phrases associated with hidden curriculum:
“I shouldn’t have to tell you but ...”
“Everyone knows that ...”
“It’s obvious ...”
- Teach the Hidden Curriculum by reviewing the situations in the book, on the calendars, or that occur in everyday life.

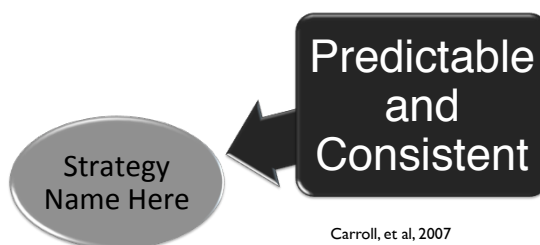


(Myles, et al., 2004, Endow, Mayfield, Myles, 2013)



WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- New information is best learned through repetition and uniformity of instruction
- Strategy/intervention needs to be same across environments and people



Carroll, et al, 2007

Power Cards

- Targets specific behaviors
- Individual's special interest
- Entertaining
- Easy to develop
- Teaches cause and effect
- Specific behavior and consequence



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Power Card Example

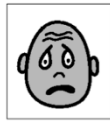
Will Smith wants you to remember:

- Stay calm when you or someone else makes a mistake.
- Ask for help when you make a mistake.
- Everyone makes mistakes!

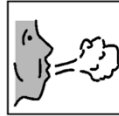


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Anxiety Support



I'm feeling anxious.
I need to calm down.
What do I do?



I can take a deep breath.



I can count to five.

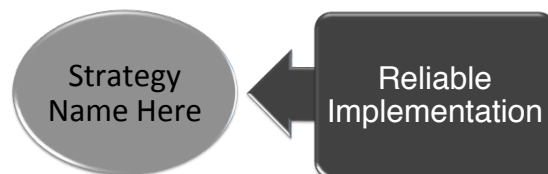


I can go to a quiet place.

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WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)

- Making sure all steps of a strategy are being taught in the way it was developed and studied
- Requires ongoing data collection and analysis



Carroll et al, 2007

Implementation

Graphing Example

Student grabbing food from other trays at lunch. Baseline week one. Started intervention of taping area on table and bench to visually show student his area. Data from week two shows drop first three days; one day increase back down on Friday. Next additional intervention is to add a handprint to table where student is to place hand he is grabbing food with and eat with other hand. Will continue keeping data and decide next steps.

Plan of Action: Prioritization and Planning for Next Steps

Task/Action Steps (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (A. Resources Available) (B. Resources Needed)	Others to Involve to Complete Action Step	Timeline for Completion (Day/Week)
Action Step:	A.			
	B.			
Action Step:	A.			
	B.			

Implementation Checklist for Visual Supports

Note: Implementation guidelines for visual schedules, to-do lists, transition supports, community supports, and supports outside the classroom can be found on the Implementation Checklist for Visual Schedules. Implementation guidelines for visual boundaries can be found on the Implementation Checklist for Visual Boundaries.

Hume, K., & Smith, S. (2009). Implementation checklist for visual supports. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

Instructions: The Implementation Checklist includes steps for the development and implementation of visual supports. Please identify the step that was being implemented during the observation, as well as the date, time, and children present. Then check "yes," "no," or "NA" next to each item to indicate whether it was addressed. The final column can be used for taking notes during observations.

Teacher/practitioner: _____ Observer: _____

Learner's name: _____

Phase(s) observed: _____

Others present: _____

CHECKLIST

Step 1. Developing Visual Supports for Individual Learners	Yes	No	NA	Notes
1. Teachers/practitioners determine WHAT information should be presented visually for the learner (e.g., upcoming events, location of specific materials, an academic concept).				
<small>Note: Look for activities/events across environments that are causing frustration/ansxiety for learners, that require a great deal of adult support, and/or that learners' comprehension of expectations may be compromised.</small>				
2. After selecting the information to be presented visually, teachers/practitioners conduct individualized assessments of the learner's comprehension levels to select one of the following forms of representation:				
a. object (e.g., furniture provides the most meaningful visual boundary; a piece of an activity such as a peg or puzzle piece attached to the outside of a container is the most meaningful label).				

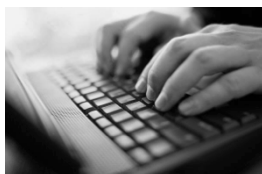
Visual Supports Module
National Professional Development Center on ASD
03/05/2009

Page 1 of 3

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Knowing the Strategies

- Reliable Implementation requires a deep understanding of strategies and interventions
- Calls for training
 - Professional development
 - Online training
- Understanding how to take data that reflects accurate outcomes



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WHY Does A Strategy Work? Strategy Assessment Revision Tool (SART)



Consideration of the Incredible 5-Point Scale

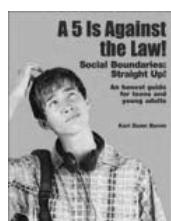
Student	• Josh
Placement	• Sophomore • Verbal • Full inclusion
FBA	• Anxiety reactions • Difficulty recognizing internal emotions

Incredible 5-Point Scale

- Controls emotional reactions
- Student participates
- Identifies problem
- Enhances alternative, positive behaviors

Rating	Description	Setting
5	Screaming	Emergency only
4	Outside voice	Recess, ball game
3	Talking voice	Classroom, lunchroom
2	Soft voice/whisper	Library
1	No talking	When someone is talking to me, movies

Buron, K.D., & Curtis, M. (2003). *The Incredible 5-Point Scale*. Shawnee Mission, KS: AAPC.

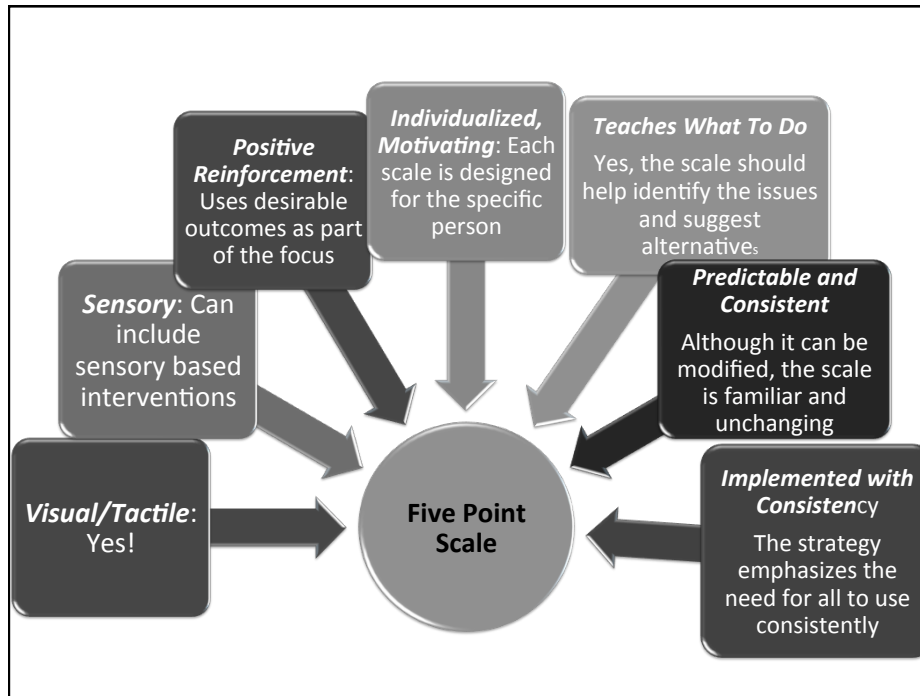


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Josh's Incredible 5-Point Scale

Rating	Description	What to try
5	Have to leave the room	Go to home base and do calming sequence
4	Dizzy; can't work	Relaxation imagery
3	Stomach starting to get tight and upset	Deep breaths
2	"Buzzing" in my upper arms	Squeeze a fidget
1	Chilling out; paying attention; able to work	Keep it going

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Josh's SART

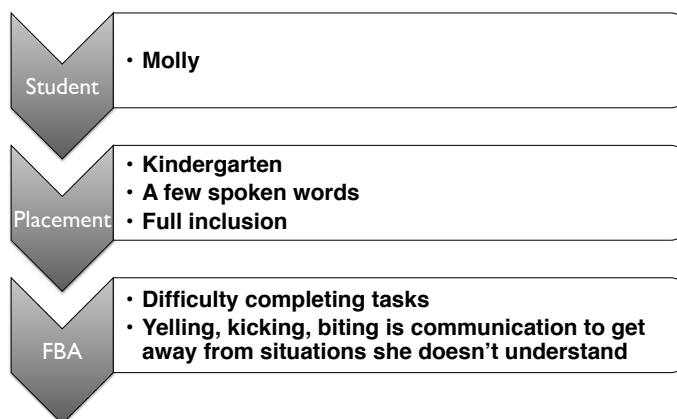
YES?

NO?

MAYBE?

Name of Individual: Josh			
Element	Does the current strategy include the element?	Strategy: The Incredible 5-Point Scale/Anxiety	
		Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The scale is a visual representation of how Josh feels as his anxiety increases and what to try in response	
Sensory Consideration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The "What to Try" activities address possible sensory reactions	
Positive Reinforcement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	He has fidget squeeze balls that have his favorite gaming character on them & his relaxation imagery is of his best vacation memory	
Individualized & Motivating	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The scale was designed for Josh and he helped choose the "What to Try" activities	
Teaches What To Do	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Positive strategies are built into the "What to Try" activities and each one was taught to Josh	
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Josh and the staff know about each of his strategies. The scale doesn't change unless Josh wants to add a new "What to Try" activity	
Reliable Implementation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	All staff have been trained in each phase of the scale and data is showing improvement in lessening anxiety and increasing time in class	

Consideration of Hand Over Hand Prompting



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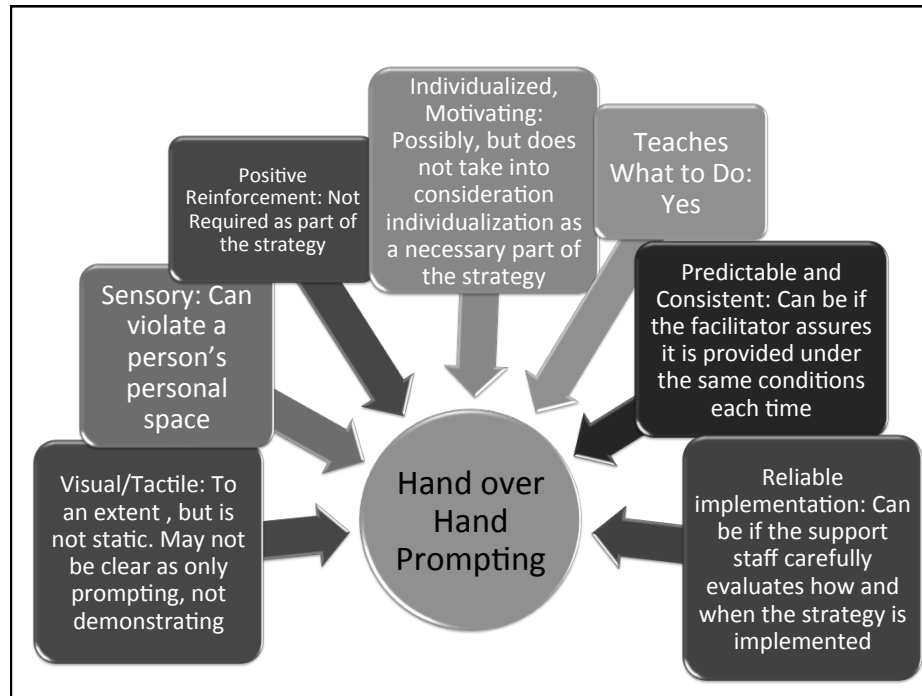
Hand Over Hand

Physical prompt:

- Adult guides hand of individual to complete an action or task
- Staff will assist Molly in learning how to wash her hands independently



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Name of Individual: Molly			
Element	Does the current strategy include the element?	Strategy: Hand Over Hand Prompting	
		Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Kind of, but not static. It's prompting, not demonstration.	Develop visual prompts to show how to do the task/action; model the task/action
Sensory Consideration	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	She is tactile defensive, so hand over hand might cause her some discomfort	Hand under hand would give Molly the pressure control and an ability to release her hand easier
Positive Reinforcement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Not part of this strategy	Build in reinforcement for completing the task/action using items from her reinforcement survey/assessment
Individualized & Motivating	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	She is prompted when she seems to require it, but doesn't like the touch or having other people move her hand	Add special interest of music or movement to the task/action
Teaches What To Do	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	It moves Molly through the action or task so she can see how to do it	
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Staff tries to do the prompt the same each time	
Reliable Implementation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Staff are waiting for a count of 12 for Molly to process directions before hand over hand	

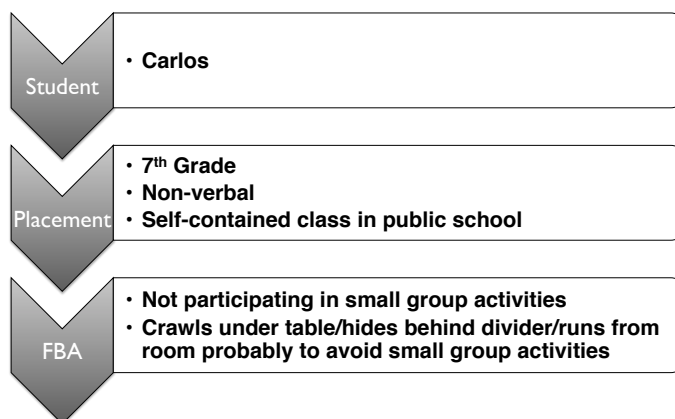
Molly's
SART

YES?

NO?

MAYBE?

Consideration of Communication App on iPad



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Communication App on iPad for Carlos

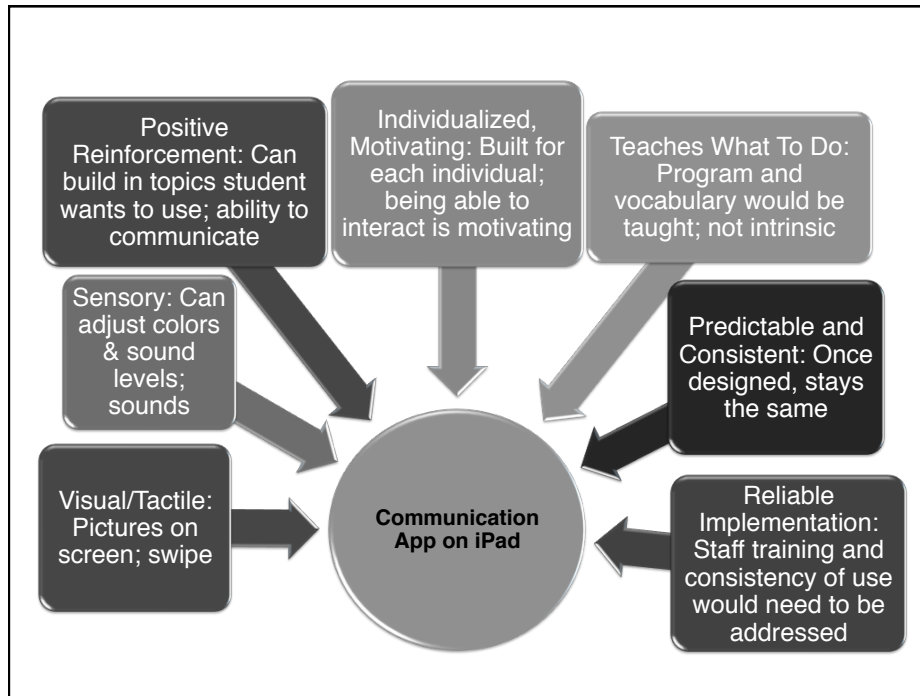
- Assistive Technology assessment completed
- Feature match showed Proloquo2Go app as appropriate
- Vocabulary and folders will need to be built
- Use of program and language will need to be taught



AT for School Age

- AT Assessment Process in the School Environment
- AT Consideration in the IEP Process
- AT Implementation
- AT Supports and Services in the IEP





Carlos' SART

YES?

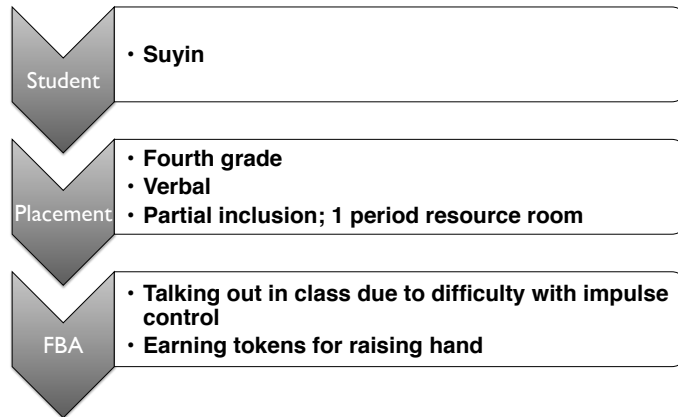
NO?

MAYBE?

➔

Name of Individual: Carlos			
Element	Does the current strategy include the element?	Strategy: Communication app on iPad.	
		Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Pictures and folders will be on the screen	
Sensory Consideration	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Can adjust the sound volume and the colors	
Positive Reinforcement	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Can be built to include favorite topics	Carlos is interested in food choices, free time choices, and all things Nickelodeon channel. These will need to be included.
Individualized & Motivating	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Built for the individual. Carlos tries to interact with others, but hasn't had a functional method yet so this hopefully will be motivating	
Teaches What To Do	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	The vocabulary and program need to be taught to the user.	Carlos and school staff will need to receive training about the iPad, the program, and the vocabulary. We will include the SLP, teacher, paraprofessionals, and family.
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Once it is programmed, the folders and vocabulary remain constant	
Reliable Implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Dependent on staff and family providing consistent training, opportunity, and access.	Carlos will need to have access to the app at all times. He will need to receive a response to all initiated communication. He will need to be taught how to use it.

Consideration of Response Cost



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Response Cost

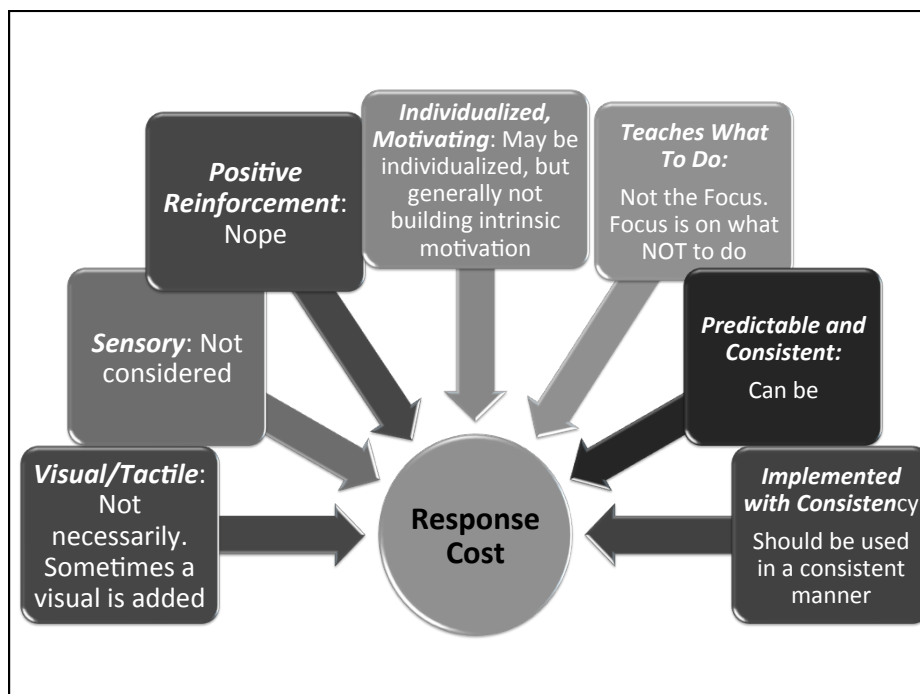
- A penalty is assessed for inappropriate behavior
- Could include a stepwise or staircase system of losing more for each incidence of inappropriate behavior
- Loss of: points, tokens, recess, computer time, etc.



Suyin's Response Cost System

- Suyin will lose five minutes of computer each time she talks out during class discussion without raising her hand and waiting to be called on by the teacher
- Classroom staff will track each time she talks out and will reduce her computer time

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**Suyin's
SART**

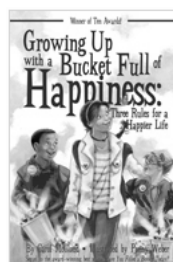
Name of Individual: Suyin			
Element	Does the current strategy include the element?	Strategy: Cost Response/Loss of Computer Time	
		Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Not visually represented	Could put picture of Suyin raising her hand on her desk; could have a self-monitoring chart for Suyin to track raising her hand and talking out; but not part of this strategy
Sensory Consideration	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Doesn't consider sensory needs	Sensory needs can't be addressed by losing computer time
Positive Reinforcement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	No positive reinforcement	Losing computer time can't be made positive; can simultaneously earn tokens for raising hand and then gets a chosen reinforcer, but not part of this strategy
Individualized & Motivating	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	Classroom system for not following rules	Same for everyone in class; not able to be motivated by losing computer time
Teaches What To Do	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Somewhat	No teaching of what to do instead of talking out	Maybe needs a system for learning how to stop, raise her hand, wait, and understand she might not always get to answer, but not part of this strategy
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Suyin will lose 5 minutes of computer time every time she talks out in class without raising her hand	
Reliable Implementation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The staff is trained to track how many times Suyin talks out and to reduce her computer time	

Uses for SART

- To help decide if an intervention will have positive outcomes for an individual
- To help revise an intervention that doesn't seem to be working
- To aide discussion with staff and family members about an intervention/strategy
- To assist professionals and family members in processing what s/he might be missing in making a strategy/classroom successful

Bucket Fillers

- Character development program
- Fill the bucket with kind words, good feelings
- Dip in the bucket when making fun, being mean
- <http://www.bucketfillers101.com/index.php>



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**Mrs. Lee's
SART**

YES?

NO?

MAYBE?

➔

Name of Individual: Mrs. Lee's Second Grade Classroom			
Strategy: Bucket Fillers program			
Element	Does the current strategy include the element?	Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Start with story "How Full is Your Bucket?"	Can add visuals of buckets on bulletin board or desks and tags for filling. Also dippers for emptying.
Sensory Consideration	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Not built in.	When talking about fillers/dippers we could discuss sensory needs if any exist for a student who wants to share
Positive Reinforcement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	Filling buckets of others is reinforcing for the giver and receiver	
Individualized & Motivating	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Made for whole group. Hopefully motivating intrinsically.	If a student needs more instruction, I could provide individualized lessons to make the concepts understandable. Maybe a game board or visuals.
Teaches What To Do	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The story teaches how to fill and hopefully how not to dip	
Predictable & Consistent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Somewhat	The process is the same once learned.	
Reliable Implementation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Somewhat	Dependent on me and the students	I would need to build in time to teach about this and to review as needed. Would need to be a good modeler of the program.

Try It Yourself

- Fill in name (student, case study, classroom)
- Choose a strategy you are using or a strategy you want to try with the individual/class
- Determine if the strategy includes each element using the guiding questions sheet
- Describe how factor is, is not, or is somewhat included in column 3; then describe what you might be able to do to include or improve the element in column 4

Strategy Assessment and Revision Tool Worksheet

Use this worksheet to assess a strategy for particular effectiveness and to identify the missing elements that will strengthen the impact of the intervention. Identify how well each of the seven effective elements are represented in the targeted strategy. Review and improve current strategies by identifying ways to include the missing elements.

Name of Individual:		Strategy:	
Element	Does the current strategy include the element?	Description of Existing Element Features	Revisions of Strategy to Include Missing Element or to Improve Targeted Element
Visual/Tactile	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Sensory Consideration	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Positive Reinforcement	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Individualized & Meaningful	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Teaches What to Do	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Predictable & Consistent	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		
Reliable Implementation	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Somewhat		

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SART Guiding Questions

Use the Guiding Questions sheet to help determine how each element of the SART is included in your chosen strategy.

Guiding Questions

Use the questions below to guide discussion and thought when determining if each element is present in the targeted intervention for the specific person the intervention is designed to assist.

Elements	Guiding Questions
Visual/Tactile	<ul style="list-style-type: none"> What aspects on the intervention are represented visually? What is the visual element? Words? Pictures? Symbols? Objects? Videos? Is the visual representation available consistently? Is the visual component provided understandable to this person?
Sensory Consideration	<ul style="list-style-type: none"> Are sensory sensitivity and sensory preferences included as part of the intervention? How? Is the sensory nature of the intervention generic, assuming it will meet the needs of anyone? Is consideration given to how the intervention will affect all senses? Auditory, visual, tactile/touch, movement, smell or other sensory senses? Is the sensory component only available under certain considerations or if needed?
Positive Reinforcement	<ul style="list-style-type: none"> Does the intervention include reinforcement? Is it clear to the individual what must be done to receive reinforcement? Is it consistent? Is the reinforcement desirable to this person or is it "generic"? Has the person shown an interest in the reinforcement or is it assumed? Is it always the same reinforcement? Does it change dependent on the difficulty or effort required to earn the reinforcement? Is there opportunity for choice?
Individualized & Meaningful	<ul style="list-style-type: none"> Does the activity or task have this person's interests and preferences built in as part of the task? Is the plan individualized for this person or the same for everyone? Does the plan contain the type of visual, sensory and reinforcement elements that match the person's specific needs and strengths? How is this plan unique for this person?
Teaches What to Do	<ul style="list-style-type: none"> Does the intervention have an element focused on teaching? Does the plan teach what "to do" rather than what "not to do"? Is "what to do" clear and concrete? Are aspects of the "Hidden Curriculum" taught to assist this person to remember what to do & why? Are there enough supports and reinforcement for this person to be able to meet the identified expectations?
Predictable & Consistent	<ul style="list-style-type: none"> Is the intervention predictable for this person or is it vague? Is the structure of the intervention such that it looks, sounds or presents similarly/predictably from time to time and place to place? Does this person recognize the elements of the intervention such that he begins to predict it?
Reliable Implementation	<ul style="list-style-type: none"> Do all those supporting and using this intervention use it the same way? Are the elements of the intervention implemented in the same manner at the same time in all locations? Do all those implementing the intervention understand the elements and the intention of the intervention? Is data being collected to be able to evaluate the effectiveness of the intervention for this person? Is it collected consistently by all those responsible for the implementation of the intervention?

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